

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Jim Hines

Official School Name: Gilmour Elementary School

School Mailing Address: 1400 South Oak Street
Kingfisher, OK 73750-4314

County: Kingfisher State School Code Number: 37 I007 110

Telephone: (405) 375-4080 E-mail: jhines@kingfisher.k12.ok.us

Fax: (405) 375-5771 Web URL: http://kingfisher.schoolinsites.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Don Scales Superintendent e-mail: dscales@kingfisher.k12.ok.us

District Name: Kingfisher Public Schools District Phone: _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Ray Cravens

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
3 Total schools in district
2. District per-pupil expenditure: 8202

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	42	40	82		6	0	0	0
K	47	51	98		7	0	0	0
1	50	30	80		8	0	0	0
2	53	44	97		9	0	0	0
3	60	43	103		10	0	0	0
4	42	42	84		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								544

6. Racial/ethnic composition of the school: 15 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
16 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
67 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	16
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2009	492
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 15%
 Total number of limited English proficient students in the school: 81
 Number of languages represented, not including English: 2
 Specify languages:

Spanish and Asian

9. Percent of students eligible for free/reduced-priced meals: 66%

Total number of students who qualify: 326

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 82

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>44</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	96%	97%	96%	95%	96%
Teacher turnover rate	4%	0%	4%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Each day at Gilmour Elementary School, students recite a school creed. "I am a Gilmour Elementary Student. I am a winner! I am a unique and special individual with goals to set and achieve. Yesterday's failures are behind me. Today's successes are before me. I will use each day wisely and not waste time. I will have respect for myself and for others. I am responsible for my choices good or bad. I will reach for my dreams with ability, determination and hard work. My education will give me a future filled with success, and make me a leader of tomorrow!" This creed is a verbal snapshot of the high expectations we have for all students that come through our doors.

Gilmour Elementary School is located in the small rural town of Kingfisher, Oklahoma. The school educates students pre-kindergarten through fourth grade. There are 24 classroom teachers, 7 specialist/resource teachers, 14 support staff, plus a counselor and a school based social worker. The community population is just shy of 5,000. The homes in the surrounding rural area bring our total to approximately 6000. It is a community that has changed in the past few years. Gilmour Elementary used to have approximately 55% free and reduced lunch students. Now we have approximately 66% free and reduced lunch students. We have had to develop new teaching methods, better communication methods, and innovative approaches to reach these students and keep our high standards of performance. Students served are 15% Native American, 15% Hispanic, African American, Asian and 67% White.

The mission of Gilmour Elementary School is to teach the whole child, not only teaching priority academic skills, but life skills, too. Students are lifelong learners, and we strive to build self-esteem in each child so they may reach their greatest potential. We intend for each child to be a productive citizen. Mutual respect is a key tenet in our instruction. Teachers, students, patrons and community members are integral partners in the educational process.

Kingfisher is part of the Oklahoma Land Run of 1889. The people who came to race for land were determined, hardworking, adventurous, desperate, ambitious, and showed great perseverance. That is the heritage of this school. Our school has a reputation for hiring intelligent, creative and resourceful teachers. They are all completely dedicated to improving the lives of their students through education. Our students face poverty, broken families, parents in jail, lack of life experiences, but they overcome at Gilmour Elementary school. Our students have had a tradition of scoring well on achievement tests, but a milestone was reached when our school scored a 1500 API (Academic Performance Index) score. The following year another score of 1500 was achieved. This was during a two year time span as we were gaining students, gaining in minority students, and gaining in free and reduced lunch students. We have continued to out-perform other schools with similar populations, even though the state testing bar has been raised.

Our school strives for excellence in all areas. We were recognized as a Healthy Living school through the Schools for Healthy Lifestyles program. Gilmour taught a well-rounded health program encompassing safety, nutrition, drug awareness, health and physical education. An all-school walking program provided a positive and fun physical challenge for students. We collaborate with state councils such as Dairy Max to utilize nutrition education materials.

One of our greatest strengths is the cooperative relationship we have with the community. The town of Kingfisher is interested in the school and the achievement of the students. It celebrates our successes and provides funding for enrichment through the Kingfisher Education Foundation. We have an active Parent Teacher Organization that provides a strong link between parents and teachers. They raise funds to support the school and all students. Teachers appreciate the support that is given by volunteers who come to school daily to read with struggling students or provide other educational support. They also help students who have social struggles.

Gilmour Elementary School is worthy of Blue Ribbon status because we accomplish the impossible every day. We teach students who are very limited in their knowledge outside of Kingfisher, students from families that do not have a high regard for education. We inspire students with hopeless home lives to have hope and feel a security from the steady high expectations of their teachers. Even though Gilmour Elementary School teaches the youngest of learners, we teach to the highest of standards. Academics are first priority. We teach the Priority Academic Skills set forth by the state, using every interactive and creative method available to us.

1. Assessment Results:

The test data for Gilmour Elementary School is based on tests for third and fourth grades, since our school teaches through fourth grade. Trends in test data for the past five years in math and reading have shown continued high achievement. Oklahoma's response to the academic reporting required by No Child Left Behind has been the Academic Performance Index (API). This total score ranges from 0-1500, calculating math and reading scores as 90% of the formula and attendance rate at 10%. API is reported to schools as a Total API (the combination of math, reading, and attendance), as a Math API, and as a Reading API. Although Total API can reach only 1500, the API scores for both Math and Reading can exceed 1500 if every child scores either advanced or satisfactory in either category. Student scores are in four categories – advanced, satisfactory (or proficient), limited knowledge, and unsatisfactory. Weights for advanced and satisfactory (meeting the standard) are the same when calculating API. Students in the limited knowledge category do earn points toward the API, but students in the unsatisfactory category earn zero points toward API.

Gilmour Elementary scored 1500, the highest score available, during 2007. The following year, we scored another 1500. During 2008-2009, Gilmour students scored 1497. This trend shows the continued high achievement of our students. Before the 2009-2010 test scores were reported, the State Department of Education changed the “cut” scores. They raised the bar for limited knowledge performance by as much as 39 points. They also narrowed the range for satisfactory scores. In 2009, students had to score 600 on the proficiency index to be considered satisfactory in fourth grade math. In 2010, students had to score 639. Reading took a 27 point jump. The same pattern occurred in third grade reading and math. Even though the bar was raised, Gilmour Elementary still scored 1397 API.

Compared to other Oklahoma schools our size in our category, we are the highest scoring school with an API of 1397. This was in a “family” group of 44 schools. A comparison of the entire state puts us in the top ten percent of schools. One hundred percent of regular education students have been proficient or advanced for the past three years in reading. The scores included in this report are for all students, regular education, special education, and minority students. Three significant sub groups reported for testing purposes are Native American, Hispanic, and Economically Disadvantaged. Equal percentages are reported for the advanced category in all of these groups. Satisfactory percentages of sub groups are close to the total student population (within 5%). The school spends a great deal of attention on reaching low performing students, bringing them up to the achievement levels expected at Gilmour. In the most recent year, 100% of Native American students scored advanced or satisfactory in third grade reading, and 90% of Hispanic students scored advanced or satisfactory in fourth grade reading. Five years ago, our Economically Disadvantaged students made up 55% of the school. At that time, 90% of those students scored satisfactory or advanced. During the most recent year of test results, our school has grown to 66% Economically Disadvantaged. Even though there is a much larger pool of disadvantaged students to be tested, 88% of this group still scored satisfactory or advanced. This information attests to the fact that Gilmour's added efforts to bridge the gap of achievement between students is successful. The sub group students have the opportunity to have personal tutors during school hours, after school tutors at our STARS program, and participate in summer school.

Gilmour Elementary School consistently ranks among Oklahoma's highest performing schools as measured by the state assessments in reading and mathematics.

Testing information may be found at the following location: <http://sde.state.ok.us>

2. Using Assessment Results:

Gilmour Elementary constantly strives for improvement. We measure success through assessment results, but it is also a way to find ways to improve.

STAR reading and math assessments (norm referenced) are given 4 times a year. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test is given three times each year. Teachers also use weekly assessments for phonics, spelling, reading comprehension, vocabulary, math comprehension, and math facts. Classroom observation is also a valuable assessment tool.

Students in Pre-K and Kindergarten are assessed weekly, and results show teachers what to review, what to repeat, what to develop further. They chart the results to identify gaps in learning and teaching. They use center work to enrich a skill that needs further instruction. For example, if students are having trouble producing rhyming pairs, a whole-class matching activity would be planned for the following week, followed by oral practice, then a center would be created to practice the skill. The center would include a manipulative game. As individual student assessments are viewed, teachers can also prepare individual challenges for these young ones to work on with their “reading buddies.” Pre-K and Kindergarten students pair with older students once a week for reading. The older student reads a book to the young one, then helps that student look through the book for the letter of the week, rhyming words, spelling patterns or ask comprehension questions. Assessed skills that are low are given special attention with the Book Buddy the following week.

In addition to weekly assessments in all subject areas, third and fourth grade students are assessed with the Oklahoma Core Curriculum Tests. Areas of need are shared with the entire staff at staff development. Grade levels meet and formulate plans on how to address the needs at their level, so that students can gain skills in these areas. For example, students have great difficulty with higher level vocabulary words relating to math and reading. This year we implemented a school wide “smart word” of the week. Words are printed on neon card stock and posted in each room. Lower grades introduce the word and use the word in sentences. Upper grades discuss the words, define the words, and use the words in weekly reading and math work.

Individualized plans are put in place for students with continued low assessments. Interventions through modifications and tutoring lead to student success.

3. Communicating Assessment Results:

Communication is a key to success at Gilmour Elementary school. Students are shown weekly test results immediately and often the teacher reviews with each child individual areas of strength and weakness.

Parents need to see how their child is progressing in school. Teachers communicate with parents through phone calls, personal visits, e-mails and monthly newsletters. Teachers keep communication logs to document contacts and make sure all parents are reached. Results from assessments are shared one-on-one with parents. Weekly assessments are viewed by the parent in the homework folder. Some may require a signature if the grade is low. STAR scores and DIBEL scores are shared during parent conferences. The conferences are held in October and March. Traditionally, we have always had high attendance at these conferences. Scores are discussed with parents to share individual progress and the child’s progress as compared to the rest of the class, or the norm. Teachers communicate with parents to form a plan for intervention and improvement.

Mid-month reading achievement is reported to parents. They can measure whether their child needs to do more reading before the month is complete, if their child is on-target, or above expectations in reading points accumulated.

Achievement is recognized at weekly Jacket Round Up, a school celebration each Friday. Parents and grandparents are invited, and they can help celebrate milestones each child reaches.

At the beginning of the year, fourth grade teachers share the test results from the OCCT test with each parent. Results don't come in until August, so the third grade test result is shared by the fourth grade teacher. Parents are given detailed explanations of each test and the results in graph form.

Assessment results are printed in the local newspaper so that all community members will see the school's progress. Comparisons to other years and other schools are charted and displayed in the paper. Many teachers and administrators are members of community groups, and they speak publicly to these groups about our assessments and achievements.

4. Sharing Lessons Learned:

Gilmour Elementary School is seen as an exemplary school in Oklahoma. Teachers from Gilmour are often contacted by teachers in surrounding schools for advice and ideas about achieving success with students. This peer tutoring is done on a personal level and most often after school or on weekends.

Many schools have been advised by the State Department of Education to visit our school to observe our teachers at work. Many are interested in how we achieve the test results we have. Others are interested in how we utilize the Smart Boards (interactive white boards) in every class every day. Our teachers meet in groups with teachers from other districts to describe and demonstrate our monthly planning system for reaching all PASS skills. They also demonstrate how to develop Smart Board lessons that are enriching and engaging children. We share record keeping strategies and creative lesson plans.

Gilmour Elementary has been recognized as a leader in dedication to technology. Two fully equipped computer labs allow children to develop essential computer skills which increase their communication skills. Students are challenged on their own level in these labs. Third and fourth graders learn to transfer learned knowledge into Power Point presentations and word documents. All classrooms utilize a Smart Board. Lessons engage students in higher level thinking with a hands-on approach. Other schools visit ours to learn how to implement this in their own environment.

Gilmour was recognized on the state department website as an award school the two years we scored the 1500 API. As other schools in the state visited the site, they began to call to ask to come observe our teachers in action. Our teachers are always willing to have observers in the classrooms.

Gilmour teachers have been asked to teach at state seminars addressing reading, Smart Board use, classroom management, and character development. Kingfisher Education Foundation has been on discussion panels at the state level to share ideas about raising money and enriching classrooms for further student learning.

As a Blue Ribbon School, Gilmour Elementary school will be proud to share our successful strategies with schools or professional associations.

1. Curriculum:

Research-based instruction is delivered to Gilmour students through proven and innovative teaching methods. The primary focus is reading and math. Instruction is designed and implemented around Oklahoma's Priority Academic Student Skills (PASS) providing significant content. Teachers use the PASS skills as a guide to guarantee every child is engaged with appropriate curriculum based on state standards.

The reading curriculum includes the basic word attack skills taught through phonics instruction, basic sound-letter relationship, and sight words. Units based on themed instruction enhance interest. High quality literature is intertwined to build a love of learning. Vocabulary is increased through reading and word study.

Spelling is taught in tandem with the reading program. Word patterns are studied and challenge words are included. Students reinforce word knowledge with reading and spelling themes weekly.

Mathematics is taught through hands-on manipulatives and repeated practice. Students develop math skills from Pre-K to Fourth grade to be able to successfully understand higher level skills such as algebraic principles and geometry. Students take part in daily powerful practice to build problem solving skills. They also master life skills of money, time, measurement, and number operations.

Language is taught through sentence construction, grammar skills, speaking skills, and writing. Students in Pre-K and Kindergarten are focused on handwriting skills and proper formation of letters and words. Students in first grade focus on sentence building, along with more advanced word usage. They write for various audiences to increase communication skills. Second and third grade students learn higher mechanics and extended ways to use the English language. Our school has 81 students who are English Language learners. Individualized plans are in place for each of these students including tutoring with an English/Spanish instructor. They are tested yearly to measure progress in understanding the written and spoken English language.

Special classes enrich students' learning and life skills. Students at Gilmour enhance learning during rotating classes in addition to the regular classroom. Students receive library instruction, art, Spanish, computer and guidance classes. Eighty two students receive special education instruction.

Students are introduced to Science and Social Studies as individual areas of curriculum, as well as integrated curriculum in math and reading. History is taught using reenactments of the Oklahoma Land Run and studies on westward expansion, Native American tribes, and pioneer life.

Music and Performing Arts curriculum is focused on movement, rhythm, instruments and singing. Since we are a school of very young learners, movement is essential. Rhythm is an important skill that leads to better math understanding. PASS skills are taught through the use of the interactive white board, and a great deal of hands-on instruction. Adaptations are made for students with special needs. An all-school program takes place once a year, and the instructional focus is on singing with projection, and proper behavior for performance. Once a week, one class performs for Jacket Round Up, a special time on Friday to recognize student achievement and good citizenship. Classes sing, recite poems, or share learning experiences with parents and all other students. Fourth grade students have the opportunity to participate in Honor Choir, a group that performs in the community.

Visual Arts is taught at each grade level through an integrated instruction method. The art projects relate to a science lesson or math concept or literature. Students are able to learn principles of art and connect

that visual stimuli to other learning. Again, PASS skills are taught. Students learn the elements of art, line, color, form, texture, value, shape and space. They use a variety of medium, incorporating principles of design. Students connect art with history, and they learn to respect others for their creativity.

The Physical Education of Gilmour students is a priority. Oklahoma has a high rate of obesity in children and teens. We teach all students to embrace physical activity for a lifetime. Games and activities are designed based on Oklahoma PASS skills. The Gilmour PE program has conscientiousness for the physical development of every child. Students are engaged through exercises, games and activities. Adjustments in activities are made for students with special needs. There is a progression of instruction throughout the school year from large motor activities to small motor skills. Each grade enjoys physical challenges meeting the need of their age. For example, fourth grade plays competitive basketball, but Kindergarten enjoys relay races with loco motor movements such as galloping and skipping. Because of large class size, our PE instructor has developed many games for large groups so that all students are engaged. We have an annual Super Kids Day. All students use physical skills in fun games and challenges all day. This all-school event addresses all PASS skills in a fun and delightful way. Parents, grandparents, retired community members, and local business people volunteer for that event and work in a cooperative manner.

2. Reading/English:

Gilmour Elementary teaches reading using a multifaceted approach. Students need word attack skills. Therefore, phonemic awareness and phonics are taught. The phonics program includes incremental development and continual review. Students learn letter-sound relationships and print awareness in pre-K. The phonics program develops in Kindergarten and First grade as students put letter sounds together to make and read words. Students code words according to sound in first and second grades. They divide words into syllables based on vowel-consonant patterns. Increasing the number of sight words also has made reading easier and faster for this age. Some students learn through repetitive viewing of words rather than the tedious method of coding words. Not only are simple, repetitive books read, but books with greater story value, increasing vocabulary. Students strengthen their comprehension skills and fluency in third and fourth grades. Higher level vocabulary is taught, reinforced with lexicons and vocabulary notebooks. Comprehension is developed through reading and locating the main idea of the story, drawing conclusions about the plot, and making inferences about the characters. Comprehension skills are taught in progression from concrete to abstract. An example of the way “main idea” is taught: Students are shown a large sack. The teacher pulls out one item at a time representing details (blow dryer, brush, hair bands). Students are asked about the main idea of the sack. They respond “fixing your hair.” This is repeated with other items and sacks reinforcing the idea of main idea and supporting details. Next, the students must create their own sacks. The next step in progression is to see the written words that lead to identifying a main idea. Following that, students read paragraphs, locate the details, and pull them together to state a main idea. Third and fourth grade students learn to differentiate between fact and opinions, cause and effect. They learn to use print and electronic reference materials.

Reading instruction is a collaborative effort among all grade levels at Gilmour Elementary. Each grade prepares the students for the skills taught at the next level.

Students who are reading below grade level are identified and put on a reading sufficiency plan. Each plan is individualized based on the grade level, the student’s strengths and weaknesses. Struggling students receive extra reading time with the teacher and reading time with volunteers or aides. They attend an after-school tutoring program called STARS and summer school.

3. Mathematics:

Math achievement is a primary focus at Gilmour Elementary School. Our teachers believe that a strong foundation of math and reading for elementary students will enable them to achieve in all other areas of study. Our teachers use the Oklahoma Priority Academic Skills as the basis for our curriculum. Teachers

use the results of criterion referenced tests to evaluate math achievement for individuals and groups. They use this information to improve and enrich our curriculum.

In Pre K and Kindergarten the curriculum lays a foundation for number recognition and patterning. The math program is successful because of daily use of manipulatives and revisiting learned skills weekly.

As math concepts are taught in following grades, teachers want students to realize that the answer is important but understanding how to get the answer is most important. Students are able to explain the strategies they used to get the answer and that there is more than one way to get the answer. Students who build these problem solving skills will be able to problem-solve in other areas of life.

Our mathematics success is based on the following method for students to build the reasoning and thinking skills necessary for achievement. First, students receive daily exposure to typical content and questions, plus instruction on critical strategies. In addition, they take part in powerful practice in listening, reading, and problem solving strategies. Great attention is given to the practice and question format of materials to build student's confidence to ensure success. Math words are built into the daily curriculum. These words are used as Smart Words for the entire building K-4th to allow the students to become familiar with them and build on them each year.

Students who are performing below grade level are given special attention. They spend extra one-on-one time with the teacher, work with a high school student tutor, work on individualized computer math programs, and attend the after school STARS program. In addition to weekly classroom testing, students are given a norm referenced computer friendly math assessment to measure areas of strength and weakness.

Math is taught using a variety of approaches, methods, and technology. Students and teachers utilize the Smart Boards (interactive white boards) daily in addition to manipulatives, games, group work and peer tutoring. Students learn to self-monitor success and how to recognize and celebrate both large and small accomplishments during math instruction and practice.

4. Additional Curriculum Area:

An additional curriculum area is our Healthy Life Curriculum. It addresses the whole child and their physical needs.

Oklahoma is ranked high in childhood and teen obesity. This problem can prevent a child from reaching his or her potential. For students to become productive members of society, they must learn to sustain a healthy life. Our school received the Schools for Healthy Lifestyles Grant to teach coordinated school health. It includes nutrition, physical education, safety and drug awareness. We utilize a nutrition curriculum that helps students recognize and choose healthy foods. We also collaborate with groups such as the Cooperative Extension Service and Dairy Council to get nutrition teaching materials. Last year, students participated in a fruit and vegetable enrichment activity twice a week. They increased their consumption of fruits and learned about fruits and vegetables they had never tasted.

Gilmour Elementary has food backpack program. Economically disadvantaged students receive a backpack full of nutritious food each Friday. Many of these students are unable to get the food they need over the weekend. This program ensures that each child will have access to nutritious food.

The fitness program includes a fitness program that promotes 60 minutes of physical activity a day. It includes a program to test students on their physical ability. The assessment results are shared with parents in graph form. They can see that their child is above or below healthy levels.

A school-wide walking program is in place to encourage walking during recess. Students keep cards that are marked for each lap finished. They receive rewards for each 2 miles walked. Gilmour teaches safety through the CATCH program.

Kingfisher Schools received a new for physical education with enhanced instruction in nutrition. The goals are to increase fruit and vegetable intake, improve cardiovascular activity and physical activity.

Gilmour students will use wireless pedometers to track physical activities. Teachers will get a baseline, then reassess each month to see increase in physical activity and measure cardiovascular wellness. A body-mass index will also be taken.

Teachers have access to on-line physical instruction and games. They utilize a research-based physical education program. Innovative and engaging exercise routines will be used with the young learners. Gilmour Elementary School's focus on health education fits with our school mission to teach the whole child to become lifelong learners, reach their full potential, and become productive members of the community.

5. Instructional Methods:

Gilmour Elementary School believes in instructing the "whole child." We strive to meet each student's individual needs, and help him to progress on his own level. We are also very consistent in procedures, rules and high expectations. Gilmour has incorporated several programs that are carried out in every grade. Teachers have learned to differentiate instruction for students with cultural differences and students who are performing below grade level. Teachers use a wide variety of instructional methods and are responsive to individual needs.

When a child is identified with a specific learning problem, a committee of teachers and the parent develop an individual plan for that child's success. That child will be attend a special class to receive help and enriched learning from a specialized teacher, and then return to the regular classroom. The teacher may modify work in the regular classroom. Assignments are shortened and more time is allowed. Extra resources are made available for that child.

We have a large Spanish population in Kingfisher. Therefore, we have an ESL instructor that works with those students in small groups. Through our cooperating High School, the counselor places students with off hours during the day to come to Gilmour Elementary to work with individual students. This not only helps the student with his academics but gives him a positive role model. Gilmour has three Americorp workers. They spend time with individual students from every classroom in the school. A group of business people and a church group also volunteer during the week to listen to children read or help with class work. Intervention takes place using volunteers as well as teachers. An afterschool program called STARS is offered for tutoring and enrichment activities to build life skills.

Our school is a star in technology use. Every classroom has a Smart Board. Teachers have developed skills in utilizing these boards for interactive lessons. We also have two fully equipped computer labs. We use a Successmaker program that allows students to work at their own speed and level on math and reading. The Accelerated Reader program is another avenue for success. After students read library books, they take a computerized test for comprehension and see instant feedback on their reading skills. Older students use computers for math speed skills, writing skills, reference skills, and creativity. Students may prepare a power point presentation about recently learned skills to reinforce learning.

6. Professional Development:

Gilmour Elementary has been a consistent leader in providing professional development that elevates student learning and achievement and aligns with Oklahoma PASS skills. During recent years, Great Expectations, Community Action Poverty Simulation and Autism awareness have been three significant programs that have been offered to Gilmour staff.

Many Gilmour staff has attended Great Expectations (GE), a week-long professional development program that helps teachers improve their knowledge and skills in teaching core content subjects. The six tenets of Great Expectations are high expectations, teacher attitude and responsibility, all children can learn, building self-esteem, climate of mutual respect, and teacher knowledge and skill. These tenets work together to promote high order thinking skills that produce students with better academic achievement.

Scientifically based research performed by the University of Oklahoma indicates that students in classrooms using GE methodology showed greater gains in student academic achievement during the school year compared to demographically similar students not exposed to GE. Elements that impact positive changes in the classroom include creating active, interesting, hands-on lessons that integrate multiple subjects and have real world connections. Teaching and using Life Principles that help students learn social competence and social problem-solving skills.

Gilmour staff participated in a Community Action poverty simulation. This activity allowed staff to experience how poverty affects students' lives and therefore their daily learning experiences. Armed with the knowledge of how poverty can affect students, using Maslow's hierarchy of need, teachers are better equipped to deliver knowledge in a less threatening environment.

Autism training satisfies the 2010 Oklahoma requirement that teachers receive instruction in awareness of characteristics of autistic children, resources available, and positive behavior supports to challenging behavior. Our district psychometrist presented current information on how best to meet needs of autistic children in the classroom. She demonstrated the wide range of characteristics of autistic children through a teacher-involved activity. The presentation allowed teachers to "play" a part and interact with others throughout the room. Teachers were able to feel the frustration as a student with autism and as an adult dealing with them as the activity progressed. The demonstration successfully illustrated the need to recognize the varied characteristics of autism.

In addition to district training and building site training, individual teachers have received training in assessments, health education, reaching students of poverty, reading, science, and math curriculum. They teach what they have learned with other teachers at Gilmour.

7. School Leadership:

The leadership philosophy of Gilmour Elementary focuses on a triangular method of communication between teachers, parents, and students to insure student success both academically and socio-emotionally. In this structure, the role of principal takes center stage. The principal facilitates relationships between teacher, parents, and students with communication and consistency.

The principal's goal is to build on teachers' strengths. He creates a vision for our building with four main goals for the year. These goals range from improving parent communication to building vocabulary skills by year end. Through weekly team meetings and monthly faculty meetings, he can encourage teachers to catch this vision. Constant communication is a priority. Whether by memo, a stop by the classroom, or a scheduled observation, the principal communicates the vision, answers questions and gives support. Positive communication creates the climate of the building. When teachers clearly understand what is expected, they have freedom to focus on academic goals in the classroom. The principal is consistent among teachers. He provides the same discipline procedure throughout the building. Consistent discipline also takes pressure off the classroom teacher so that she can focus on student achievement.

A great strength of our teachers is their ability to work as a team. Grade levels meet to plan curriculum, share creative ideas, and brainstorm ideas to reach low-achieving students. Each team chooses a leader for the year to streamline communication with the principal.

Building positive relationships with parents is a priority at Gilmour Elementary. Positive communication contributes to greater student success. The staff works creatively to build these relationships. Monthly positive phone calls, yearly parent/teacher conferences, progress reports, and student success meetings

serve as a structured way to communicate with parents. We provide many unstructured ways to include parents in this school. Gilmour provides a comfortable atmosphere for parent/student lunches, PTO meetings, and volunteers.

Gilmour's leadership ensures student achievement by making this a safe place for students. As teachers create positive relationships with students, the principal facilitates resources for academic success. He supports reading by prioritizing software and book purchases in both skill and student interest level. He provides up-to-date technology and quality professional development that generates a positive teacher/student response. The principal and counselor make sure teachers receive quality test blueprints and guides to plot student achievement. When students know that their academic achievement is being taken seriously, they respond positively to classroom goals and expectations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: OCCT

Edition/Publication Year: 2010

Publisher: Data Recognition Corp

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced and Satisfactory, Limited	99	93	100	100	96
Advanced	38	42	38	25	33
Number of students tested	73	72	80	69	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	3	1	0
Percent of students alternatively assessed	3	3	4	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced and Satisfactory, Limited	98	95	100	100	93
Advanced	30	33	33	14	27
Number of students tested	43	46	39	37	41
2. African American Students					
Advanced and Satisfactory, Limited					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced and Satisfactory, Limited		100			
Advanced		20			
Number of students tested		11			
4. Special Education Students					
Advanced and Satisfactory, Limited					
Advanced					
Number of students tested					
5. English Language Learner Students					
Advanced and Satisfactory, Limited					
Advanced					
Number of students tested					
6. Native American					
Advanced and Satisfactory, Limited	100	90			
Advanced	33	40			
Number of students tested	15	10			
NOTES: If there are blank sections, it is because there were not enough students to count as a sub-group that year. (Less than 10)					

11OK4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: OCCT

Edition/Publication Year: 2010

Publisher: Data Recognition Corp

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced and Satisfactory, Limited	98	93	100	100	98
Advanced	5	12	20	19	6
Number of students tested	72	72	81	69	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	3	1	0
Percent of students alternatively assessed	4	3	4	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced and Satisfactory, Limited	98	97	100	100	98
Advanced	5	2	15	11	5
Number of students tested	42	46	39	37	41
2. African American Students					
Advanced and Satisfactory, Limited					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced and Satisfactory, Limited		100			
Advanced		0			
Number of students tested		11			
4. Special Education Students					
Advanced and Satisfactory, Limited					
Advanced					
Number of students tested					
5. English Language Learner Students					
Advanced and Satisfactory, Limited					
Advanced					
Number of students tested					
6. Native American					
Advanced and Satisfactory, Limited	100	90			
Advanced	7	0			
Number of students tested	15	10			
NOTES: Some sub groups did not have enough students to show as a sub group score. If the section is blank, it is because there were not enough students to count as a sub group that year.					

11OK4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: OCCT

Edition/Publication Year: 2010

Publisher: Data Recognition Corp

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced and Satisfactory, limited	99	97	99	100	98
Advanced	29	22	13	30	34
Number of students tested	73	92	75	67	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	1	3	0
Percent of students alternatively assessed	4	2	1	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced and Satisfactory, limited	98	98	98	100	97
Advanced	21	13	7	24	22
Number of students tested	48	48	42	45	36
2. African American Students					
Advanced and Satisfactory, limited					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced and Satisfactory, limited	100		92		
Advanced	20		0		
Number of students tested	10		12		
4. Special Education Students					
Advanced and Satisfactory, limited	90				
Advanced	0				
Number of students tested	10				
5. English Language Learner Students					
Advanced and Satisfactory, limited					
Advanced					
Number of students tested					
6. Native American					
Advanced and Satisfactory, limited	100	93			
Advanced	29	7			
Number of students tested	17	15			
NOTES: Some groups, some years, don't have enough students to count as a sub group score.					

11OK4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: OCCT

Edition/Publication Year: 2010

Publisher: Data Recognition Corp

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced and Satisfactory, limited	92	93	99	100	100
Advanced	10	14	5	9	10
Number of students tested	73	92	75	67	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	1	3	0
Percent of students alternatively assessed	4	2	1	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced and Satisfactory, limited	88	94	98	100	100
Advanced	6	13	5	9	6
Number of students tested	49	48	42	45	36
2. African American Students					
Advanced and Satisfactory, limited					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced and Satisfactory, limited	100		100		
Advanced	0		0		
Number of students tested	10		12		
4. Special Education Students					
Advanced and Satisfactory, limited	60				
Advanced	0				
Number of students tested	10				
5. English Language Learner Students					
Advanced and Satisfactory, limited					
Advanced					
Number of students tested					
6. Native American					
Advanced and Satisfactory, limited	89	94			
Advanced	0	7			
Number of students tested	18	15			
NOTES: Some groups, some years, did not have enough students to count as a sub group score.					

110K4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Satisfactory, Limited	99	95	100	100	97
Advanced	34	33	26	28	34
Number of students tested	146	164	155	136	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	4	4	4	0
Percent of students alternatively assessed	4	3	3	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Satisfactory, Limited	98	97	99	100	95
Advanced	96	23	20	19	25
Number of students tested	91	94	81	82	77
2. African American Students					
Advanced, Satisfactory, Limited					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced, Satisfactory, Limited	100	100	92		
Advanced	20	20	0		
Number of students tested	10	11	12		
4. Special Education Students					
Advanced, Satisfactory, Limited	90				
Advanced	0				
Number of students tested	10				
5. English Language Learner Students					
Advanced, Satisfactory, Limited					
Advanced					
Number of students tested					
6. Native American					
Advanced, Satisfactory, Limited	100	92			
Advanced	31	24			
Number of students tested	32	25			
NOTES:					

11OK4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Advanced, Satisfactory, Limited	95	93	100	100	99
Advanced	8	13	13	14	8
Number of students tested	145	164	156	136	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	4	4	4	0
Percent of students alternatively assessed	4	5	3	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced, Satisfactory, Limited	93	96	99	100	99
Advanced	6	8	10	10	6
Number of students tested	91	94	81	82	77
2. African American Students					
Advanced, Satisfactory, Limited					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Advanced, Satisfactory, Limited	100	100	100		
Advanced	0	0	0		
Number of students tested	10	11	12		
4. Special Education Students					
Advanced, Satisfactory, Limited	60				
Advanced	0				
Number of students tested	10				
5. English Language Learner Students					
Advanced, Satisfactory, Limited					
Advanced					
Number of students tested					
6. Native American					
Advanced, Satisfactory, Limited	95	92			
Advanced	4	4			
Number of students tested	33	25			
NOTES:					

11OK4